

**Job Description**

Job Title: **Paraeducator, Structured Learning**  
 Job Family: **School Support**  
 Pay Program: **Classified**  
 Prepared/Revised Date: **December 8, 2010**

Job Code: **100706**  
 FLSA Status: **Non-Exempt**  
 Pay Range: **G 15**  
 Typical Work Year: **9 months**

**SUMMARY:** Assist students within the Structured Learning, ASTAR or other District programs by implementing teacher planned research-based methodologies to address core deficits for students with autism spectrum disorder including academic support, monitoring behaviors, functional life skills. Assists student in maintaining personal health and hygiene functions; assists students to and from classes and bus stops. May also provide supervision and support for students who are 18-21 with severe/profound disabilities by providing for health, communication, daily living, and motor deficits. This may include assisting in toileting needs, tube-feeding students, providing for medical needs, increasing communication and building independence in activity of daily living skills, and assisting students to transition into the community.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

<b>Job Tasks Descriptions</b>	<b>Frequency</b>	<b>% of Time</b>
1. Provide support in the Structured Learning Services setting in order for students to learn and generalize skills necessary for integration in the Least Restrictive Environment. Assists students with developing independent skills with organization, communication and social skill. Support development of social skills and acceptable behavior through data collection and enforcing visual strategies. May assist with administer testing or assessments. Assist instructor with related paperwork. Implement specialized therapy programs; work directly with therapists on physical progress and Individualized Education Plans (IEP).	D	40%
2. Assist students in performing daily routines, including getting to and from class and bus stops, using toilets, diapering, feeding, medical needs and personal hygiene, including working with trach, feeding tubes, and catherization. Help increase communication and building independence in activities of daily living skills. Assist students to transition into the community.	D	40%
3. Sanitize, disinfect and clean learning environment and general work area of all bodily fluids.	D	10%
4. Facilitates and encourages speech and language development through the use of alternate communication systems such as voice output communication aides or sign language.	D	5%
5. Perform other job-related duties as assigned.	Ongoing	5%
	<b>TOTAL =</b>	<b>100%</b>

**EDUCATION AND RELATED WORK EXPERIENCE:**

- High school diploma or equivalent.
- Must be a minimum of 18 years old.
- Minimum of two years experience working with students.
- Experience in methodologies used with students diagnosed with autism such as TEACCH, PECS, ABA, preferred.
- Experience working with students diagnosed with autism, preferred.

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.
- Ability to successfully complete a pre-hire, post-offer physical examination.
- Comprehensive Training Opportunities for ParaEducators (COTOP) Training preferred, required within 6 months of entering position.
- Crisis Preventative Intervention (CPI) training preferred, required within 6 months of entering position.
- Applied Behavioral Analysis (ABA) training preferred.
- CPR and First Aid certifications preferred.
- Universal Precautions training required within 3 months after entering position.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Ability to promote and follow Board of Education policies, Superintendent policies, building and department procedures.

- Ability to communicate, interact and work effectively and cooperatively with all people, including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Operating knowledge of and experience with personal computers.
- Operating knowledge of special communication systems, speech computer (Dynovox or Macaw) preferred.
- Operating knowledge of and experience with typical office equipment, such as copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

	<b>POSITION TITLE</b>	<b>JOB CODE</b>
<b>Reports to:</b>	Special Education Teacher	4008

	<b>POSITION TITLE</b>	<b># of EMPLOYEES</b>	<b>JOB CODE</b>
<b>Direct reports:</b>	This job has no direct supervisory responsibilities.		

- Responsible for supervising the behavior and well-being of students in the classroom, getting on and off the bus, at recess, lunch, and to and from classes.

**BUDGET AND/OR RESOURCE RESPONSIBILITY:**

- None.

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

<b>PHYSICAL ACTIVITIES:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Stand			X	
Walk			X	
Sit		X		
Use hands to finger, handle or feed			X	
Reach with hands and arms			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl			X	
Talk				X
Hear				X
Taste	X			
Smell		X		

<b>WEIGHT and FORCE DEMANDS:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Up to 10 pounds				X
Up to 25 pounds				X
Up to 50 pounds			X	
Up to 100 pounds	X			
More than 100 pounds	X			

<b>MENTAL FUNCTIONS:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Compare		X		
Analyze		X		
Communicate				X
Copy		X		
Coordinate		X		
Instruct				X
Compute		X		
Synthesize	X			
Evaluate		X		
Interpersonal Skills				X

<b>MENTAL FUNCTIONS:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Compile		X		
Negotiate	X			

<b>WORK ENVIRONMENT:</b>	<b>Amount of Time</b>			
	<b>None</b>	<b>Under 1/3</b>	<b>1/3 to 2/3</b>	<b>Over 2/3</b>
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts		X		
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Outdoor weather conditions		X		
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

<b>VISION DEMANDS:</b>	<b>Required</b>
No special vision requirements.	
Close vision (clear vision at 20 inches or less)	X
Distance vision (clear vision at 20 feet or more)	X
Color vision (ability to identify and distinguish colors)	X
Peripheral vision	X
Depth perception	X
Ability to adjust focus	X

<b>NOISE LEVEL:</b>	<b>Exposure Level</b>
Very quiet	
Quiet	
Moderate	X
Loud	
Very Loud	